

Research Steps	Lesson Location/ Days	Activities	Learning Outcomes	Classroom Teacher	Teacher Librarian	Teaching Strategies
<p><i>*Encounter task</i></p> <p>Introduction</p>	<p>Day 1</p> <p>Library</p>	<p>Using Keynote presentations introduce history of storytelling. Using Keynote presentation and a video introduce digital stories.</p> <p>Show images of various medieval characters & ask, what is their story?</p>	<p>TLW paraphrase how storytelling evolved. TLW tell why we continue to tell stories. TLW tell what makes a story one we want to hear.</p>	<p>Lead discussion of digital stories and how it pertains to history</p> <p>Images of medieval characters to show students</p> <p>Lead discussion re: possible characters as possible subjects for digital story</p>	<p>Create keynotes, lead discussion about history of story telling</p>	<p>-Prior to watching Keynote, Have students brainstorm what is already known about history of storytelling</p> <p>-Based on observation of digital story sample, have students put into their own words what they think a digital story is.</p> <p>-Brainstorm medieval characters that would be interesting to learn more about.</p>
<p><i>*Searching/Locating</i></p> <p>Find information on subject of digital story</p>	<p>Days 2 & 3</p> <p>Library</p>	<p>-Choose a subject for digital story</p> <p>-Review process for gathering information (Taking notes, citing sources, etc.)</p>	<p>TLW choose a medieval character to be the subject of their digital story</p> <p>TLW record information on their character</p> <p><i>Use rubric to evaluate Defining, Locating, Selecting & Analyzing</i></p> <p><i>**Recursion may take place here</i></p>	<p>Help guide students in selection of possible subjects for stories</p>	<p>-Review process for gathering information & possible sources</p> <p>-Assist students in finding resources</p>	<p>-Students jot down everything they already know and what they want to know about their subject</p> <p>-Reading for meaning</p>
<p><i>*Collecting/ Organizing/Managing/ Monitoring</i></p> <p><i>*Analyzing/Evaluating/ Interpreting/Inferring</i></p> <p>Write first person narrative</p>	<p>Day 4</p> <p>Library & finish at home for homework</p>	<p>Students organize research and write a 1 - 1 1/2 page narrative about their "life" in the middle ages which effectively communicates information about the social structure of that time</p>	<p>TLW use research notes to write a narrative telling what a typical day would be like for their medieval character</p> <p><i>Use rubric to evaluate Organizing & Synthesizing</i></p>	<p>Help students determine if they have clearly conveyed the time, place, events of their character's life</p> <p><i>**Recursion may take place here</i></p>	<p>Help students determine if they have clearly conveyed the time, place, events of their character's life</p> <p><i>**Recursion may take place here</i></p>	<p>-Concept mapping with Inspiration</p> <p>-Writing to inform</p>

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<p><i>*Synthesizing/Solving</i></p> <p>Write script to be used as voice over</p>	Days 5 & 6 Library & History Class	Show video clips to demonstrate how some things are shown and some are told in movies. Use analogy of books made into movies. Not all parts of books used in movie. Students have to select from narrative parts which will tell story. Have to decide what will be told and what will be shown.	TLW rewrite narrative as a “movie script” to use for voice over for digital story	Help guide students to decide what should be said and what should be shown.	Locate video clips to show as examples of how some aspects of story are portrayed visually.	<p>Writing to inform</p> <p>-Peer edit</p> <p>-Teacher edit</p> <p>**Recursion may take place here</p>
<p><i>*Applying New Understanding</i></p> <p>Storyboard</p>	Days 7 & 8 Library & History Class	Model how to write voice over in audio section of storyboard template	TLW break up script into segments which will become voice over for movie	Model breaking scripts into logical segments	Assist students as needed w/ storyboard	<p>**Recursion may take place here</p> <p>Input is auditory and visual-explicit teaching</p>
<p><i>*Synthesizing/Solving</i></p> <p>Teach iMovie</p>	Days 9 & 10 Computer lab in library	Teach images, voice over, video, music	TLW demonstrate to neighbor how to add images, video, voice, music	Support students during guided practice w/ iMovie	Model use of iMovie	<p>Input is auditory and visual-explicit teaching</p> <p>Peer partner learning</p>
<p><i>Communicating/ Presenting/Sharing</i></p> <p>Record Voice Over</p>	Day 11 Computer Lab in Library	Using a student's storyboard, review how to record voice over in segments	Using storyboard as guide, TLW record voice over in segments	Support students while recording voice overs	Model how to record voice over in segments	<p>**Recursion may take place here</p>
<p><i>*Applying New Understanding</i></p> <p>Find images/make video</p>	Days 12 & 13 Computer Lab in Library	Using storyboard, determine what sort of images will be needed. Search books/Internet.	TLW search for and organize media using storyboard for digital story. TLW use Flip camera to record video for story	Support students while filming with Flip cameras	Support students in finding images in print sources or online	<p>**Recursion may take place here</p>

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Communicating/ Presenting/Sharing Insert media into iMovie	Days 14 & 15 Computer Lab in Library	Insert media into iMovie	Using storyboard as guide, TLW insert media into project and edit as needed.	Support students as they add media to their projects	Review how to insert media Support students as they add media to their projects	**Recursion may take place here
Communicating/ Presenting/Sharing Reflecting/Extending Preview	Day 16 Library Computer Lab in Library	Preview digital story with at least two peers to see if “a day in the life of” has been effectively communicated	With at least two peers, TLW preview their movie. Peers will give kudos for what is done well and make constructive suggestions to improve digital story Use rubric to evaluate Creating/Presenting	Support students during editing process	Support students during editing process	Peer partner learning **Recursion may take place here
Communicating/ Presenting/Sharing	Day 17 Computer Lab in Library	Show digital story to parents at Back to School Day	On Back to School Day, TLW show digital story to their own parent and answer questions about their “character”. The parents will rotate around the lab and watch other student’s stories and hear about their characters as well.	Support as needed	Support as needed	

Indicates Process Model (<http://www.bcps.org/offices/lis/models/tips/>)

Indicates opportunity for recursion

Indicates use of self-evaluation rubric from *Information Literacy Planner for Students*